



DISTINCTIVE COLLEGE PREP

Distinctive College Prep Redford

SY2023 MidYear Report

On Benchmark Assessment Performance

*This report is provided to comply with PA 144 of 2022,
and maintain transparency in regards to academic performance.*

Introduction:

Below is a summary of Winter NWEA MAP Performance.

Percent of Students Meeting Grade Level Achievement Norm by Grade Level, (K-7)

Campus	Grade Level	Math K-12		Reading	
		# Students	% Achieving at Grade Level Norm	# Students	% Achieving at Grade Level Norm
DCP Redford	K	27	26%	n/a	n/a
	1	34	6%	n/a	n/a
	2	32	16%	32	6%
	3	32	16%	32	9%
	4	34	9%	34	18%
	5	30	0%	30	3%
	6	24	4%	24	13%
	7	27	19%	27	26%
DCP Redford Total		240	12%	179	12%



Percent of Students Meeting NWEA MAP Growth Norms by Grade Level, (K-7)

Campus	Grade Level	Math K-12		Reading	
		# Students	% of Students Meeting Growth Norms	# Students	% of Students Meeting Growth Norms
DCP Redford	K	27	44%	n/a	n/a
	1	34	28%	n/a	n/a
	2	32	30%	32	33%
	3	32	38%	32	39%
	4	34	71%	34	52%
	5	30	27%	30	43%
	6	24	48%	24	26%
	7	27	31%	27	54%
DCP Redford Total		240	39%	179	42%

Subgroup Comparisons

Diverse Learners (Special Education)

Campus	DLStatus	Math K-12		Reading	
		# Students	% of Students Meeting Growth Norms	# Students	% of Students Meeting Growth Norms
DCP Redford	Diverse Learner	30	46%	28	36%
	Not DL Student	210	38%	151	43%

Culturally and Linguistically Diverse (English Learners)

- There is no qualifying subgroup (≥ 10 per ESSA guidance) who receive English Language supports.

Economic Disadvantage (Free & Reduced Lunch)

- There is no qualifying subgroup (≥ 10 per ESSA guidance) who do not receive FRL support.

Gender

Campus	Gender	Math K-12		Reading	
		# Students	% of Students Meeting Growth Norms	# Students	% of Students Meeting Growth Norms
DCP Redford	Female	130	36%	100	40%
	Male	110	44%	79	43%

Race

- There are no qualifying racial subgroups (≥ 10 per ESSA guidance) with more than 95% of students identifying as Black or African American.

Mode of Instruction

- There is no qualifying subgroup (≥ 10 per ESSA guidance) whose primary mode of instruction was Remote.

